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ABSTRACT

The objective of this paper is to provide the student personnel administrator with an understanding of the pluses and pitfalls of implementing management by objectives. The author discusses the following potential performance improving aspects of MBO: the establishment of goals, objectives, and results measures; participation; and the appraisal session. Because of the inseparable, multiple impacts of MBO, the paper also addresses selected systems effects related to the increased perfcrmance. (Author)

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Implementing MBO within the Student Personnel Division: Pluses and Pitfalls

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Implementing MBO within the Student Personnel Division: Pluses and Pitfalls

Abstract

The objective of this paper is to provide the student personnel administrator with an understanding of the pluses and pitfalls of implementing management by objectives. The author discusses the following potential performance improving aspects of MBO: the establishment of goals, objectives, and results measures; participation; and the appraisal session. Because of the inseparable, multiple impacts of MBO, selected systems effects related to increased performance are also addressed.

The concept of management by objectives began as a management philosophy with the writings of Peter Drucker. Since his work, The Practice of Management (1954), a plethera of literature has been produced within the field of personnel management. Disparagingly little, however, has been published regarding its application in higher education or more specifically to the management functions of student services. And, with increasing financial concerns, demands for accountability, and in an attempt to legitimatize the role of student personnel in higher education, management by objectives may be hastily implemented without thorough examination. Thus, it is the mission of this writer to apply the literature in an investigation of the benefits and pitfalls of implementing the process within the student services area.

Harpel (1975) surveyed 420 members of the National Association of Student Personnel Administrators and learned that 39.5% felt management theory to be one of the subjects most relevant to their campus problems and 63.1% indicated staff development or improved performance to be extremely relevant. It is with this knowledge that the paper will strongly emphasize the following potential performance improving aspects of MBO: the establishment of goals, objectives, and results measures; participation; and the appraisal session. And, because of the inseparable, multiple impacts of MBO, some systems effects related to increasing performance will be addressed.

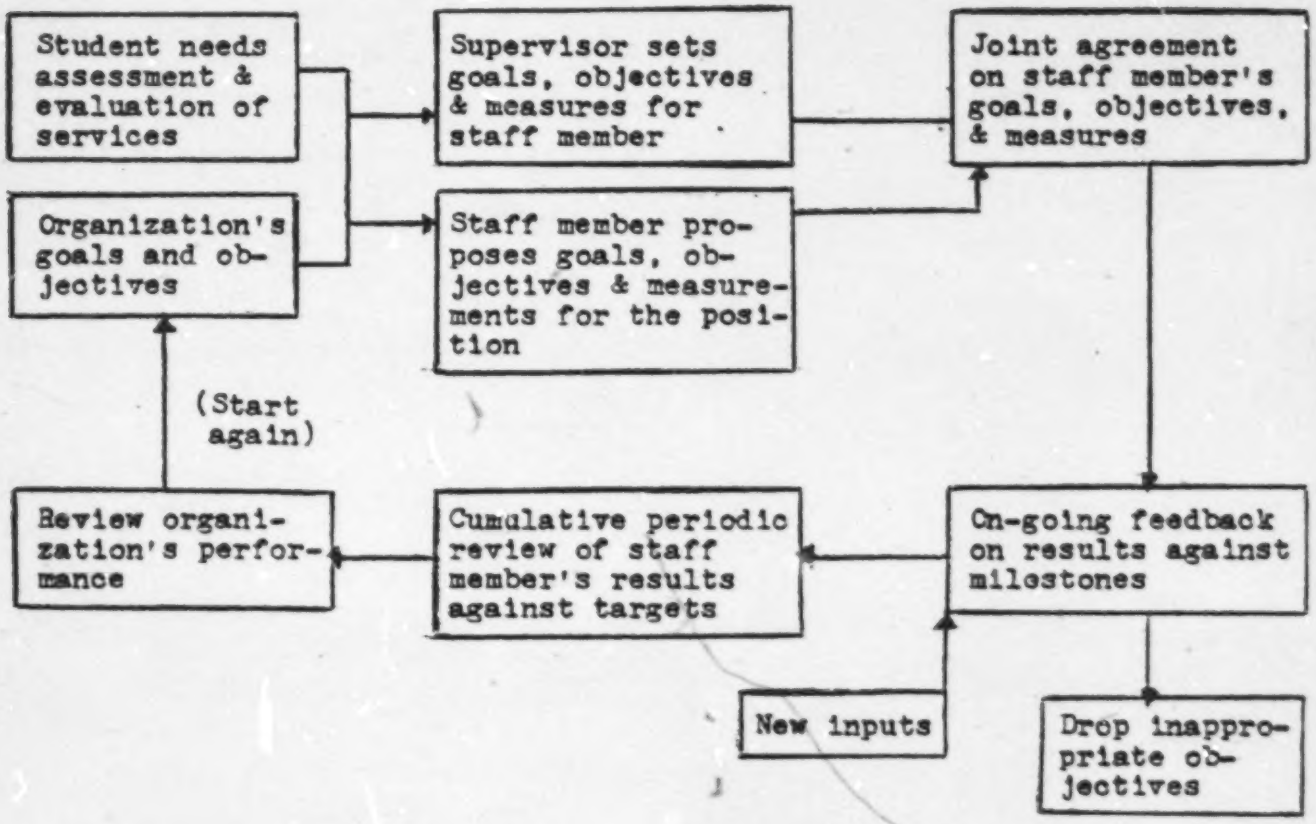
Management by Objectives Defined

Odiorne (1965) offers a consise definition of MBO:

> (It is) a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members. (pp. 55-56)

Chart I illustrates the process. Examples of student personnel goals, objectives and statements of expected results measures are found in the appendix.

Chart I. The Management by Objectives Process


Student needs assessment & evaluation of services
Organization's goals and objectives
Supervisor sets goals, objectives & measures for staff member
Staff member proposes goals, objectives & measurements for the position
Joint agreement on staff member's goals, objectives, & measures
(Start again)
Review organization's performance
Cumulative periodic review of staff member's results against targets
On-going feedback on results against milestones
New inputs
Drop inappropriate objectives

As the chart indicates, before goals, objectives and standards can be effectively established an assessment of the students' needs and an evaluation of the student services should be conducted. Although this part of the process is often omitted by MBO writers, it has specific implications for improving the performance and development of the student personnel administrator: it would facilitate the development of research skills; the outcomes when used as a progress check could motivate the staff member; and it underlines an already felt need for evaluation in order to define the profession's direction (Burck & Peterson, 1975; Gildseth, 1971; McIntyre, 1974; Trembley & Bishop, 1974; Williamson, 1962).

Establishing Goals, Objectives and Result Measures

The clarification of goals and quantifying of objectives, the foundation of MBO, has been demonstrated by research to directly improve performance. Bryan and Locke (1967) showed that specific, quantitative goals lead to higher performance levels than a goal of "do your best". And, Meyer, Kay and French (1965) found that performance improved to a greater extent when specific improvement goals were formed. The authors wrote:

> While subordinate participation in the goal setting process had some effect on improved performance, a much more powerful influence was whether goals were set at all. . . The average percent accomplishment estimate for those performance items that did get translated into goals was 65, while the percent estimate for those performance items that did not get translated into goals was 27! (pp. 126-127)

The establishment of goals and objectives is particularly important for student personnel whose very existence has been challenged as a "profession stillborn" (Penny, 1969) and which has weathered

numerous philosophical models (Brown, 1972; Dutton, 1973; Harvey, 1974; Hurst & Ivey, 1971; O'Banion, 1971; Parker & Morrill, 1974; Warnath, 1971). If each division and each staff member would develop goals and objectives the staff members would have a clearer understanding of their role and could more skillfully articulate the student personnel objectives and direction to other members of the academic community. Thus, not only could the refinement of goals increase individual performance, it might facilitate the survival of the profession on campuses where the divisions have clarified their role. And, with each professional department and division clarifying goals, the process might move the profession at large to the definition of goals. In the words of O'Banion (1971):

> Without specific direction student personnel work will continue to lumber along, an anachronistic appendage in higher education, until some future educational crisis benevolently forces its whimpering demise. (p. 212)

In addition to the meshing of goals and objectives within the division, their integration with those in other divisions is a basic tenet of MBO which holds interest for student personnel workers. As Fitzgerald (1962) and Robinson (1962) realize, student development objectives may be better understood and seen as legitimate activities when they are related to the academic goals of other departments and the institution. Further, by interlocking the goals with other departments both could more effectively accomplish their objectives. The residence hall living-learning programs demonstrate the possible results. As another illustration, the coordination of financial aids and admissions objectives with the related objectives in other divi-

sions could prove to be more efficient and would reduce the conflict in expectations.

It would be ideal to begin the definition of goals and objectives at the top of the institution for a complete, interlocking statement throughout the system. But, it has also been effective when begun at the bottom of the structure, mid-hierarchy, or in a single unit when communication between units is flourishing (Conley & Miller, 1973; Dannemiller & Linta, 1975; Kindall & Gatza, 1963; Lahti, 1972; McConkey, 1967). What appears to be most important is that the individual at the top of the unit, division or institution where the process commences has visible commitment (Dannemiller & Linta, 1975; DePree, 1974; Grindle, 1967; Ivancevich, 1972; Kindall & Gatza, 1963; Lahti, 1972; McConkey, 1967; Odiorne, 1965; Schleh, 1959; Zeitlein, 1969).

The MBO writers also indicate that objectives are more effective motivators and more responsive to the institution's needs when they are prioritized (Drucker, 1954; Heyel, 1958; Odiorne, 1965; Reif & Bassford, 1973; Schleh, 1959). Finch (1974) adds that without priorities resources dissipate and, everything being equal, staff members would be guided by their own interests or the situation. And, as Hughes (1968) notes, the ordering of objectives permits the chief administrator to provide differential rewards. For these reasons, and because of the myriad roles assumed and the rapidly changing student demands and interests, it seems that the creation of priorities would be of special benefit to the student personnel worker.

The continuous updating of goals and objectives is another

MBO principle recognized in the literature (Dannemiller & Linta, 1975; Krystal & Henri, 1972). This practice could relieve the profession of some of its goal displacement, where the means have become ritualized and have undermined the established goals (Etzioni, 1964). This problem has been particularly obvious in the residence life administration where the concept of control is often seen to prevail more strongly than the educational objectives of the academic community (Eberle & Muston, 1969).

Although the benefits of developing and redeveloping objectives appear to be advantageous to the profession and the individual staff members, the implementation hazzards should be acknowledged. First, the act of developing specific, quantifiable objectives may be resisted by staff members who say: "you can't measure what I do" and "it may be all right for business, but it won't work here. We're people-oriented, not profit-oriented". Dannemiller and Linta (1975) suggest reminding them that someone already measures what they do and that the process would only make the measurement criteria open and shared. But, the resisters are also accurate. Due to the nature of the work, not all of the performance measures will be quantifiable (e.g., how many people, how much money). Thus, qualitative measures will need to be used. They, too, need to be stated specifically to guide performance. In illustration, if one objective is to conduct a "better" R.A. selection program, the measure should define the term "better". Feedback on the process evaluation forms saying that the applicants felt it was an effective selection method or R.A. evaluations completed by residents rating the staff higher than previous years could be the performance measures.

Other forces of resistance might claim that the development of specific objectives is an attempt to control or to stiffle their creativity. The leadership style of the supervisor would relate to the control concern and may provide little comfort if the style is autocratic. Related to the curbing of creativity, Dannemiller and Linta (1975), Drucker (1954), McConkey (1967) and Odiorne (1965) see the importance of setting creative or innovative goals in addition to routine and personal development goals. Further, those concerned about creative opportunities may be reassured by knowing that the objectives are developed with their creative input and that they are not "cast in bronze".

Saurman and Nash (1975) criticize the use of MBO by student personnel administrators on the premise that a system which places so much emphasis on planning, goal setting, the designation of objectives, and quantitative evaluation would distort and even subvert the expression of humanistic goals. This claim displays more of a lack of conceptual understanding or a problem of implementation than a flaw in the management procedure itself. The overemphasis on punctuation or sentence structure when developing goals and objectives or too much stress upon quantifying the measures can lead to the decline of the system. Perfection should not be the goal; measurement estimates are suitable particularly when the process is initially implemented. The accurate focus should be upon the identification of the desired results and "why we are doing what we are doing".

Below are further disaster zones in setting goals, objectives and result measurements:

1. Were the student need assessment and the student services evaluation data, used for forming objectives and comparing results, gathered from a representative sample (Burck & Peterson, 1975)?

2. On the basis of whose needs are the goals developed, the students', the staff members', the chief student personnel administrator's, or the institution's (Levinson, 1970)?

3. Were common goals clarified for the entire division and each unit within the division? Do they fit those of the institution and other divisions (Drucker, 1954; McConkey, 1972; Schleh, 1959)?

4. Were goals set too high or too low to be challenging (Dannemiller & Linta, 1975; Koontz, 1971; Odiorne, 1965; Porter, Lawler, & Hackman, 1975)?

5. Were both long and short range goals established (Drucker, 1954; Kindall & Gatza, 1963; Koontz, 1971; McConkey, 1972; Patton, 1960)?

6. Did the supervisor approve the goals and objectives without recognizing a plan for achievement (McConkey, 1972; Odiorne, 1965; Reif & Bassford, 1973)?

7. Did the supervisor think through what (s)he must do to assure the accomplishment of the objectives---training, resources, feedback, etc. (Odiorne, 1965)?

8. Was the supervisor rigid about maintaining previously agreed upon goals that had proved to be unfeasible, irrelevant or impossible? To avoid this tendency, each time goals and objectives are formulated, the negotiating team should begin with a clean slate (Dannemiller & Linta, 1975; Odiorne, 1965).

9. Was it within the control of the staff member to accomplish the expected results? Were institutional and environmental factors (e.g., legal, political, financial) considered (Reif & Bassford, 1973; Schleh, 1959)?

10. Have activities rather than objectives been stated (Dannemiller & Linta, 1975; Koontz, 1971; Schleh, 1959)? Results based upon objectives avoid the deception which may occur when evaluation is based upon activities. For example, training programs, an activity, when completed may be perceived as an achievement but in terms of objectives (developing new skills and competencies) the outcomes may not be considered successful.

Participation

Another means of improving staff performance via MBO is the use

of a participative management style. Most writers see participation inherent in the establishment of subordinate goals and objectives (Beck & Hillmar, 1972; Dannemiller & Linta, 1975; Drucker, 1954; Kindall & Gatza, 1963; Lasher, 1974; McConkey, 1972; Reif & Bassford, 1973; Schleh, 1959). Yet, in contrast, Patton (1960) feels that middle managers are unable to comprehend their supervisors' goals enough to integrate the two. He suggests that they be prepared by the supervisors since much of their role is to delegate to subordinates. And, still others feel that this is a versatile aspect of MBO. Specifically, Ordiorne (1965) claims it is as acceptable to establish the goals in an autocratic or top-down goal setting manner as with a participative management style.

It is your author's contention that the most effective style would be one which fits the workers' expectations and the supervisors' assumptions about people. Concerning student personnel administrators, it appears that the participative or "Theory Y" management style (McGregor, 1960) would be most appropriate for goal setting since an identical approach is purported in the professional literature for working with students (Brown, 1972; Mueller, 1961; Williamson, 1961; Wrenn, 1951). Not only would this style of implementing MBO fit the values of the profession, but, it also possesses characteristics which could further performance:

1. Participation can help produce a real commitment to the goals and standards for accomplishment because the staff member has the opportunity to relate personal goals to those of the division and the institution (Lasher, 1974; Porter, Lawler & Hackman, 1975).

2. Staff members would have a sense of "ownership" of the established goals and objectives. The feelings of self-

esteem and competency are aroused and motivation increased (Lasagna, 1971; Porter, Lawler, & Hackman, 1975).

3. Participation is helpful in providing information about the level at which the objectives are set. In this way attainment is more reasonable, and yet, challenging (Porter, Lawler, & Hackman, 1975).

4. Participation aids in locating decision-making as close as possible to the primary source of data and to the point of implementation (Beck & Hillmar, 1972).

5. When both parties agree upon the desired outcome there is greater likelihood that they will concur during the performance review session (DePree, 1974).

6. Underlying participation is the expansion of communication between supervisor and staff members. As Noland (1966) succinctly stated regarding the participative development of objectives: "it gives them something meaningful to discuss" (p. 629).

7. And, by establishing the goals, objectives and performance standards cooperatively, role conflict for the staff member is reduced and better performance then is possible (Sokolik, 1967). In essence, participation bridges the 25% gap Odiorne (1965) says exists between the supervisor's and the subordinate's perception of the job. And, the subordinate gains a better understanding of the supervisor's job when the objectives are meshed.

There are, however, implementation pitfalls which can obscure these staff development advantages. One problem is the supervisor who makes changes in language and surface behaviors without changing his/her assumptions about people. When a staff member negotiates with an "autocratic" supervisor in "participative" clothing performance incentives are reduced and role conflict is fostered. This dilemma is illustrated by Dannemiller and Linta (1975):

> Stated message: "You are responsible for running that committee."
>
> Real message: The manager appears at all the meetings and undermines what you're trying to accomplish. (p. 49)

Another pitfall is forcing staff members to participate in target setting. Instead, they should be encouraged to observe the process where it is installed. It would be logically inconsistent to force a staff member to adopt against his/her wishes a process built around the notion that a staff member should have a strong voice in planning the conduct of his/her job. (The discussion that follows does presuppose that the student personnel workers' leadership preferences are congruent with the caring-sharing, human development characteristics of the profession and, therefore, participative. It should be remembered, however, that other styles may be necessary depending upon the individuals involved and the circumstances.)

The Performance Appraisal Process

The appraisal process using objectives and the standards for expected results provides another vehicle for staff development. The attributes can be most easily seen when compared to the well-known trait method.

First, in contrast to the trait system where all staff members are judged according to the same yardstick, using MBO principles each staff member has developed standards and strategies unique to their skills, styles, and the responsibilities of the job. The fact that each individual is seen to be unique is not only harmonious with the profession's human development philosophy but may also act as a motivator. In support of the individualized approach McGregor (1960) writes:

> It is simply not true that one and only one pattern of qualifications of the (worker) will yield the best performance of a given job. Variations in personal qualifications will result in the job being performed differently, but several patterns could lead to equivalent results as far as the achievement of organizational objectives is concerned. (pp. 99-100)

The individualized task-related objectives and performance measures also make it more difficult to mold staff members in the image of their supervisor which can occur with the trait ratings. As a consequence, promotions may be made according to competence rather than conformity or being the "right type".

In the results-oriented process the staff members know in advance of the appraisal interview the specific performance targets to be discussed. Having clearly defined objectives, as noted earlier, breeds motivation in itself. Oppositely, with the trait measurement often the evaluation areas are not previously shared and may, therefore, stiffle motivation through a lack of direction. Also, the traits generally are not formed through consensus which could encourage commitment to perform in a particular manner. In addition, the difficulty in defining such traits as "initiative", "compatibility", "responsibility", or "latent hostility" and the more challenging task of determining if they have been met cause the trait method to be labelled unfair due to its subjective nature. Do we even know what are the most important traits of an effective student personnel administrator? Further, since traits are not tied to the task it is difficult to set goals and objectives for the future; or, know what must be done to improve. In these ways trait measures serve to reduce potential motivation.

In contrast, the results appraisal method is seen to possess a positive tone since looking ahead is the major focus (Harvey, 1974; Kindall & Gatza, 1963; Leete, 1967; Odiorne, 1965; Reif & Bassford, 1973; Sokolik, 1967; Thompson & Dalton, 1970). The past events are

summarized to lay the groundwork for planning new objectives rather than to concentrate on criticism, which may be true for the trait method. Moreover, the appraisal criteria are definable, indicate direction for behavior change, and are more objective. Marcus (1971) defines objectivity to be not a quality of the evaluator or of the means of evaluation. It is a characteristic of the evaluated. Results based appraisal passes the test. And, it is the objective data that will be essential to the administrator when justifying salary alterations, promotions, and dismissals for affirmative action purposes.

Another plus is that the MBO system avoids the zero-sum problems of peer comparisons (Massey, 1975; Odiorne, 1965; Thompson & Dalton, 1970). That is, improvement in the performance of one staff member does not automatically require that someone else slip backwards. It is at least possible with the MBO appraisal approach for all employees to experience positive effects when they are being compared with their own objectives rather than with their peers. With the trait system the standard of measurement is generally the zero-sum comparison between staff members. For merit rating salary administration the person-to-person ratings are of value, but the limitations are great.

Yet another frequently hailed attribute of the results-oriented management approach is that it permits and encourages the providing of ongoing feedback to the staff members regarding their progress toward targets (Dannemiller & Linta, 1975; DeVaughn, 1971; Lahti, 1972; Leskovec, 1967; Marcus, 1971; Oberg, 1972; Sokolik, 1967; Thompson, 1969; Thompson & Dalton, 1970). This influences the motivational level of the staff and furnishes remedial action between

formal appraisal sessions. Similarly, each staff member with an awareness of the results measures is able to exhibit self-control over his own performance. This self-adjustment in turn permits the supervisor's feedback to be more often in the domain of recognition and praise than in the corrective area.

It is no wonder that research has indicated that subordinates are less defensive when evaluated by results measures than by the traditional approach (Meyer, Kay, & French, 1965). In the terms of Stolz (1961), by using management by objectives the staff member would no longer need to dread the surprises found in the "personnel sandwich"---the discussion of weaknesses slapped between positive comments. Nor would the staff member need to be dominated by the supervisor playing the "tell and sell" or "tell and listen" role (Maier, 1958). Instead, the staff member and the person to whom (s)he reports, could cooperatively solve performance problems and develop future goals.

Likewise, the results-oriented system has advantages from the top administrator's perspective. This staff member finds a stronger commitment to the problem-solving, developmental appraisal session since the extent to which other staff members accomplish their objectives is partially the responsibility of the supervisor in providing training, feedback, and resources. This joint responsibility helps develop cooperation and teamwork. And, with the commitment of the department head to the appraisal process, the commitment of the staff members increases.

Further, due to the establishment of agreed upon criteria and performance standards, and the fact that subordinates when participating in the appraisal process are more critical of their performance than the supervisor (Hoppock, 1961; Noland, 1966; Thompson, 1969), the supervisor is largely removed from "playing God" (McGregor, 1957), a hazzard of the trait method. The conflict between being a "judge" and "counselor" is diminished; the supervisor can predominately be a counselor and development coach and use the tools of the student personnel trade. (This should be very welcomed by the student personnel worker who already feels the role conflict of being a student discipline judge and counselor.) And, the judgements that are made (promotions, salary, etc.) are more easily communicated because they are job and not person-based (Sloan & Johnson, 1968). The reduction of the judge role would also curtail the playing of such games as "butter 'em up, ram it in" (Rieder, 1973) or "call evaluation by another name" (Stolz, 1961) which restricts the staff's trust.

Indeed, there are many attributes of MBO when seen as an appraisal tool for staff development; yet, it should not be viewed as a panacea for all personnel evaluations. In illustration, although MBO provides a means for gathering data for releasing staff it should not be implemented for this sole purpose; for when realized by the staff, the method would soon be destroyed through sabotaged results and low goal setting. This is incorrectly viewing MBO as a program and not as a management process. As another illustration, measures

of objectives are not immediately helpful when promotion and pay decisions have to be made because they frequently do not produce the kinds of comparisons between people that are most helpful for making these decisions. Objectives are to be set according to how difficult it is for a person to accomplish. Therefore, it is possible that two people complete their objectives but are operating at vastly different levels. This means that in order to base pay upon results the individual's contribution to the institutional goals, the worth of the job, must be scrutinized, as well as internal and external equity (Hughes, 1968). And finally, many writers have recommended that the appraisals for promotion, demotion and salary purposes be conducted apart from that for staff development and that additional evaluation techniques be considered (Hoppock, 1961; Kindall & Gatza, 1963; Oberg, 1972; Odiorne, 1965; Prather, 1969; Sokolik, 1967; Thompson, 1969; Zeitlein, 1969). It is feared that little development would occur if salary and promotion concerns were also on the agenda, and that criticism would negatively effect motivation to improve performance (Meyer, Kay, & French, 1965).

Besides MBO being perceived as a personnel evaluation panacea, other factors have been found to impede the effectiveness of results-based performance reviews:

1. Lack of confidence in the findings (Stolz, 1961).
2. Use of the appraisal session solely to depart criticism or to control (Coleman, 1965; Saurman & Nash, 1975).
3. Unionized staff members and a seniority clause governing salary and advancement or mixing results appraisals with collective bargaining (DePree, 1974; Finn, 1960).

4. Incorrect management practices in rewarding or inability to provide rewards for accomplishments (Grindle, 1967; Lasher, 1974; McConkey, 1972; Thompson & Dalton, 1970; Winning, 1974).

5. Supervisors unwilling to spend the time counseling and coaching (Coleman, 1965; Dannemiller & Linta, 1975).

6. Supervisors lacking management or counseling skills (Dannemiller & Linta, 1975; DePree, 1974; Hoppock, 1961; Lasagna, 1971; McConkey, 1972; Sloan & Johnson, 1968; Thompson, 1969; Zaitlein, 1969).

7. Neglecting the process or strategies and only evaluating the products (Coleman, 1965; McConkey, 1972; Odiorne, 1964; Wochner & Lynch, 1973).

8. Allowing quantitative objectives to take precedence over more important qualitative objectives (Lahti, 1972; Saurman & Nash, 1975).

9. Not determining individual accountabilities for group projects (Odiorne, 1964, 1965; Schleh, 1959).

10. Lack of trust and openness between the supervisor and staff members (Lahti, 1972; Stolz, 1961). This may be one of the major barriers to effective implementation of MBO within student personnel divisions as indicated by the frequency with which lack of trust is recognized in the profession's recent literature (Crookston, 1975; Dutton, 1973; Hill, 1974).

11. An overemphasis on form completion or paper work (Dannemiller & Linta, 1975; Grindle, 1967; Lahti, 1972; McConkey, 1972; Rieder, 1973; Saurman & Nash, 1975).

12. A "halo effect" in appraising due to: the effect of recent outstanding performance, assets coloring all other aspects, the limitations not being spotted because they are identical to the supervisor's, high past performance (Odiorne, 1965).

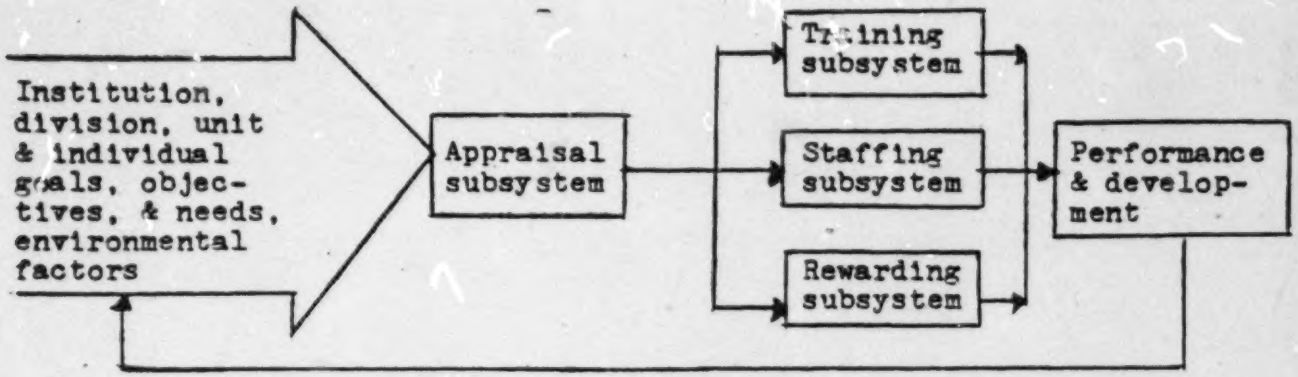
13. A "horns effect" in appraising due to: a hypercritical, perfectionist supervisor, evaluation based upon personality traits, recent or previous past poor performance, staff member being part of a weak team (Odiorne, 1965).

A Systems Perspective

Now, let us look at the MBO performance appraisal process from a systems perspective. The subsystems that will be explored are those which would with sound MBO implementation directly affect the staff's

performance or development. (See shart II for a representation of the interfaces to be described.)

Chart II. Appraisal Subsystem and Performance-Development Interfaces



Perhaps the most prominate development implications of appraisal involve the interface with the training subsystem. Areas where the staff member needs training should easily be spotted when comparing observed with the expected results and by examining the future targets for both routine and creative objectives. Furthermore, the success of past training will be indicated by the success in achieving results. And, career counseling and coaching with regard to the staff member's professional development goals help the staff member crystalize training needs which could help him or her advance to meet aspirations. It is also through the individualized objectives and results measures that the chief administrator may realize the importance of providing individualized training rather than a training program for all or a training program for training sake which may depress motivation. The

orientation to management by objectives should also be considered a facet of professional development for the staff and the supervisor. The appraisal method using MBO should not be seen as the only source of training information but it would add valuable data.

The appraisal process also interfaces with the staffing subsystem. By comparing the services evaluation and the need assessment results with the objectives and skills of the current staff, the abilities of the forthcoming staff members can be defined. The selection criteria should also be based upon the differences between effective and ineffective current and past staff members. The needs, abilities, and interests of the selected applicant should fit the objectives that the hiring administrator sees for the position. In this way performance is more likely to be optimum.

However, in times of retrenchment, selecting new staff members may not be a possibility. To fulfill objectives left by departing staff members or to distribute new responsibilities the top administrator should hold a goal and objectives session for the entire staff. Then in individual conferences staff members would have an opportunity to discuss their interests in the additional roles in relation to their skills and past results. The selection of objectives which have high value to them, which would permit them to stretch their skills and utilize their strengths are ways the staffing subsystem in relation to the appraisal system help to increase performance and encourage development.

The relationships between the reward (financial, intrinsic and

extrinsic feedback) and the appraisal subsystem in terms of performance improvement was explained earlier. It should be added, however, that despite the difficulty in tying salary to individualized results, several programs have been designed to make the connection which is ideal for influencing motivation (Conley & Miller, 1973; Keim, 1975; Odiorne, 1965; Redfern, 1974; Winning, 1974). Unfortunately, the literature did not reveal an MBO compensation plan based upon group achievement. This would be desireable since it would reinforce the development of collective goals, complementary objectives and high team performance.

The performance-development interfaces of MBO invite implementation as do the interfaces with planning, research, communication, coordination, and decision-making. But, before closing, two further cautions must be presented. The amount of time spent orienting staff to think in terms of objectives and results, in helping them to develop their goals and objectives and in discussing progress is significant. And, the lack of time spent can result in a paper suffle and ineffectiveness. It may even take up to five years to develop goals and objectives throughout the entire institution (Beck & Hillmar, 1972). Yet, the importance of management and planning for student personnel outweigh the amount of time expended. The time spent in defining objectives and clarifying duties may be more than made up by the time saved in dealing with piecemeal problems, and holding time-consuming meetings for coordination. Anyway, is not planning, organizing, innovating, and motivating part of the

student personnel administrator's job?

Finally, MBO is not a fixed system. An effective process cannot be transplanted without adjustment to another setting. Alternative means of implementation should be examined and your own system diagnosed to determine the design which best fits. Some of the questions which should be asked include:

1. What are the cost benefits, psychological, and in efficiency and effectiveness for you, the division, and the institution?
2. Could other methods achieve purposes more efficiently in terms of costs and benefits?
3. How resistant will others be to change? What can be done to make them less resistant?
4. Will this threaten those above you? How might that be reduced?
5. Where is the best place to begin---at the top, bottom, or mid-hierarchy? How expansive should the process be?
6. Who are the results-oriented staff members that might help promote the process?
7. Is it possible to have total commitment from the top person in the unit, division, or institution?

Alterations may need to be made while implementing and process evaluation should be ongoing.

Conclusion

The objective of this paper was to provide student personnel administrators with an understanding of the benefits and pitfalls of implementing MBO. The strategy included the explanation of management by objectives' role in staff development and performance through the development of goals, objectives and results measures; participation; the appraisal session; and systems effects. The objective will have been accomplished if the reader:

1. Is able to identify the prerequisites to effective implementation.

2. Is aware of where management by objectives implementation commonly goes wrong.

3. Can better evaluate the effectiveness of management by objectives as implemented by comparing conditions within the unit, division, or institution with the maximum potential benefits which should be derived from the system.

4. Can better identify obstacles to effective implementation within his/her student personnel division.

Perhaps it is true that what has the greatest potential has the heaviest burden.

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Appendix

Source: Dannemiller, K. D. & Linta, E. Management by objectives (MBO) in student services. Unpublished handbook, University of Michigan, 1975, pp. 83-86, 133-136.

Vice President of Student Affairs (Objectives and Expected Results)

I ADMINISTRATION

Obj: To be responsive to the budget cuts required and still be responsible to the programs we have in OSS (Office of Student Services).

ER: We accomplished a 4% cut.

ER: Minimal amount of negative feedback from program heads.

ER: Absence of any substantive program cuts themselves.

ER: Minimum of negative feedback from consumers.

Obj: To achieve a better delivery system for counseling to students.

ER: The two separate counseling services as they presently exist are merged into one.

ER: There is an identifiable outreach program in the Family Housing area.

ER: Continued delivery of service, both qualitatively and quantitatively, based on feedback from the Director of Counseling.

Obj: To identify and respond to common concerns of minority students, while at the same time being ever aware of individual needs and concerns.

ER: Consolidation of advocacy services.

ER: Improvement in quality of services offered as evidenced by minority constituencies and feedback.

Obj: Assist Community Services and Student Programs divisions in goal formulation and objective setting.

ER: Both divisions will resolve organizational kinks resulting from reorganizations.

ER: Individual directors will achieve budgetary and programmatic autonomy.

Obj: Clarification of function of Student Relations Committee (SRC) and Office of Student Services Policy Board (OSSPB).

ER: That whatever the form of the committee or committees, it will be useful input to me.

Obj: Development of alternative sources of funding for OSS.

ER: Writing of proposals for additional and replacement dollars.

ER: Development of fee scales for services in those units which lend themselves to such an approach for generating revenue, e.g., Counseling, Health Service, and Career Planning and Placement.

II SUPERVISION

Obj: Develop unified philosophy among directors regarding thrust of Student Services.

ER: Great degree of interdependence and intra-unit cooperation.

ER: Ability developed to prioritize according to the good-of-the-whole.

ER: Directors develop a better sense of their own MAR's (Major Areas of Responsibility) and a heightened level of trust with Vice President and fellow directors.

Obj: Strengthen lines of communication between President's Office and OSS.

ER: Clearer articulation of needs and accomplishments of OSS to President.

ER: Better understanding of President's intent and wishes by Vice President as evidenced in action both personal and OSS as-a-whole.

Obj: Streamline and qualify reporting system within OSS.

ER: Annual reports will flow from divisional goals and objectives.

ER: MBO system will have covered another level of management in each division.

III UNIVERSITY RELATIONS

Obj: Better communication between OSS and other executive offices.

ER: Continued increase in quality and quantity of living-learning experience as evidenced in report and authorized feedback sources.

ER: Higher level of OSS unit based participation in intra-University activities, e.g., educational innovation, counseling services.

Obj: Successful presentation and beginning implementation of Student Government Council (SGC) reform.

ER: Increased student involvement in decision making at school and college levels.

Obj: Represent the interest of the University of Michigan whenever appropriate.

ER: I will become a more effective representative of the University at conferences, meetings, etc.

ER: I will participate more effectively as my knowledge of the University increases.

IV PROFESSIONAL DEVELOPMENT

Obj: More efforts at articulation of views concerning student life and needs.

ER: Efforts will be made to write and disseminate viewpoints.

ER: Schedule more time within for dialogue with students.

Obj: Avail myself of academic and experiential opportunities for growth and development.

ER: Attendance at relevant meetings, seminars, etc.

ER: Annual retreat with directors.

SPECIFIC GOALS

1. OSS AS A WHOLE: Provide clear and consistent direction, both philosophically and operational.

2. Academic Units: Act as a resource concerning student life with academic units. Develop co-operative arrangement for programs.

3. Publics: Represent University. Represent Student Services. Act as a resource concerning student life.

4. Executive Officers: Be an active part of the management team, i.e. attendance, University view. Advise President (as part of management team). Be continuously aware of how University decisions may affect students and student relations. Give input on University decisions that might affect students.

5. Regents: Make recommendation in student services and student relations in general. Respond to Regental requests and directives. Inform and advise Regents on student life and student services.

6. Vice President's staff: Set and articulate philosophical and operational style of the office. Assign tasks and evaluate performance. Promote development and expression of ideas, concepts and strategies among Vice President's staff.

7. Students: Within the charter of Student Services, provide services to students that are offered by Office of Student Services. Articulate and interpret University positions and policies when and where necessary.

8. Advisory Groups: Policy Board and Student Relations Committee - inform; solicit, counsel and advise; use them where appropriate in furthering the image and philosophy of OSS.

To serve ex officio on the Board in Control of Intercollegiate Athletics.

MAJOR AREAS OF RESPONSIBILITY
WOMEN'S PROGRAM COORDINATOR

By November 18, 1975

MAJOR AREAS OF RESPONSIBILITY

I. Program Planning and Evaluation

II. Services to Constituents

III. Administration

IV. Advocacy

V. Professional Development

I. PROGRAM PLANNING AND EVALUATION

OBJECTIVE A: To do orderly and responsive planning

EXPECTED RESULT: We have a format to assess programming needs

ER: After each planning session we have an agenda for the next meeting, and have contracted for the work that needs to be done

ER: We receive positive feedback from participants and co-planners that they could operate within the plan to accomplish our mutual goals

ER: I was satisfied with the number of people involved

ER: There was an outcome for what we did that was in line with what was planned

OBJECTIVE B: To do on-going office evaluation in order to assess the effectiveness of our planning

ER: We have taken the time to do this evaluation

ER: We have checked our outcomes with our original objectives

ER: We are able to shift our activities based on the priorities set through periodic reviews

OBJECTIVE C: To plan programs that can run without us

ER:	The programs could go on without us
ER:	Other people take responsibility for programs
ER:	We don't do unnecessarily repetitive work
OBJECTIVE D:	To provide short term programs where that activity fits our goals
ER:	I'm always clear about why I'm running a group
ER:	I see more groups running programs related to issues that relate to our office
ER:	I have produced and distributed materials to help groups run their own programs
OBJECTIVE E:	To effectively coordinate the activities of groups that work with women
ER:	We know what other groups are doing on campus
ER:	Groups know what other groups are doing
ER:	We have helped to facilitate these groups to work together

II. SERVICES

OBJECTIVE A:	To be an effective referral
ER:	We have an up to date file of contact numbers
ER:	We are able to provide a referral for people we call
ER:	I get a minimum of negative feedback regarding referrals
ER:	I have a contact person in the major University units to which I refer people
OBJECTIVE B:	To be knowledgeable about women's programs locally and nationally
ER:	We have sufficient up to date information about major activities relating to women on this campus
ER:	To have up to date information about major conferences, issues, and programs on the national level that relate to the issues we're working on at the University of Michigan

ER: The material is organized so that it can be located

OBJECTIVE C: To be an effective and supportive first contact for women

ER: We are able to assess the needs of individual women who contact us

ER: The women are clearer about what their options are

ER: We didn't do anything for them that they could do for themselves

ER: We didn't duplicate work of other agencies unnecessarily

III. ADMINISTRATION

OBJECTIVE A: To run an orderly, efficient, responsible office

ER: We respond to phone messages, letters and verbal communication in a timely fashion

ER: We have adequate, orderly records of the transactions in which we're involved

ER: We have current, functional files

OBJECTIVE B: To be a responsible, facilitating supervisor

ER: The office is running efficiently--work isn't falling between the cracks

ER: There is on-going feedback from supervisees that they understand what I expect from them

ER: I am aware of what supervisees goals, needs, and abilities are in relation to the job

ER: We have mutually negotiated activities and evaluated results

ER: Supervisees feel free to initiate ideas for projects

OBJECTIVE C: To be a responsible OSS staff person

ER: I've assessed needs for staff development and worked with others to respond to these needs

ER: I am knowledgeable about the major areas of responsibility, skills and services of others in OSS

ER: I know who to consult with on specific issues

ER: I am able to respond appropriately to things that need to be done for OSP and OSS

ER: I can balance my office priorities with my staff responsibilities

IV. ADVOCACY

OBJECTIVE A: To work to effect change in the system where necessary

ER: We're clear when we should act and when we shouldn't

ER: We act based on an understanding of the channels

ER: We act based on knowledge of the current state of the University

ER: We are alert to patterns and have the data to back it up

ER: We know when to refer to other areas instead of acting ourselves and can work with those areas

V. PROFESSIONAL DEVELOPMENT

OBJECTIVE A: To be aware of what professional development is, what it means for women, and what it means for me

ER: I've assessed what I need

ER: I've availed myself of all the skill development I can get

ER: I can translate that to my work